

working in a school of this type, in which it seemed to me that real cruelty was being done upon the person of the child, through this undesirable complex-hunting in everyday life, and an attempt to educate in terms of misunderstood analytic notions. The serious risk when any person, with an active real relation to the child, makes attempts to get below the surface of the child's mind in the pursuit of his ordinary relation is that it is really impossible to know what the effect may be, what immense conflicts he may be stimulating, and what immense charges of feeling, positive and negative, he may be drawing to his own person, without ever being able to disperse these again by tracing them to their sources in the real experiences of infancy.

All this holds good not only of the educator of young children, but of all who deal with adolescents, too. The adolescent boy or girl stands in great need of real help and understanding on the part of older men and women, And this understanding can be very deep in its quality without touching the true unconscious. It should not attempt to touch the true unconscious, it should not attempt to explain conscious wishes and day-dreams and conflict in terms of unconscious motives and complexes. The explosive material of the unconscious can only safely be handled by trained analysts working in the proper technically controlled analytic environment.

All this refers to the actual *processes* of education and analysis, to the direct personal attempt to understand the immediate

unconscious motives at work in any given piece
of behaviour
or conscious feeling. It is *not* to say that a
general knowledge of analytic theory and the facts of the
inner life which
have been revealed by analytic technique are
not, in a general
way, of value to those who work with
adolescents or those
who educate young children. That is quite a
different matter,
and needs to be discussed for its own sake—
the extent and
the particular content of psycho-analytic
knowledge which
may be of use to the educator.